

# ***Education and Training Learning Experience Plan***

Prepared by: Maggie Ward

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Lesson Name: Multiplying 2 by 1 digit numbers

Topic of the Lesson: Multiplying 2-digit numbers by 1-digit numbers

Age Range/Grade Level/Content Area: 8-10 years of age, 4<sup>th</sup> grade, math; multiplication

Materials Required: White board, dry-erase boards for students, worksheets.

Time Required: Around 30 minutes

TEKS objectives: §111.16. Mathematics, Grade 4.

## **(b) Knowledge and skills.**

(1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to:

(A) use place value to read, write, compare, and order whole numbers through 999,999,999; and

(6) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.

(2) Number, operation, and quantitative reasoning. The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to:

(A) use concrete objects and pictorial models to generate equivalent fractions;

(6) model fraction quantities greater than one using concrete objects and pictorial models;

(C) compare and order fractions using concrete objects and pictorial models; and

(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.

(3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:

(A) use addition and subtraction to solve problems involving whole numbers; and

(6) add and subtract decimals to the hundredths place using concrete objects and pictorial models.

(4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:

(A) model factors and products using arrays and area models;

(6) represent multiplication and division situations in picture, word, and number form;

(C) recall and apply multiplication facts through  $12 \times 12$ ;

(D) use multiplication to solve problems (no more than two digits times two digits without technology); and

(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).

(5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. The student is expected to;

(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and

(6) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.

Introduction/Purpose: The introduction to this lesson will be reviewing what the children already know, which is multiplying 2-digit numbers by 1-digit numbers broken apart. The purpose is to teach them how to do this multiplication without having to break the numbers apart.

Learning Activities/Step-by-Step Procedures: The activities will be: the children using dry-erase boards and completing a worksheet. First, we'll review 2-digit by 1-digit broken apart. Then, I will teach 2-digit by 1-digit together and they will practice on their own. Then, they will get with partners and work on the dry-erase boards practicing. Then, if they understand the material, we will go into 3-digit by 1-digit and they will receive their worksheets to complete.

Guided/Independent Practice: I will work with the students going over the review work first. We will review multiplying 2-digit by 1-digit broken apart and move into multiplying 2-digit by 1-digit together. They will break into pairs and use dry-erase boards to practice. If they understand the material enough, I will introduce multiplying 3-digit by 1-digit. They will be given a worksheet to do if they understand the concept. 1 "

Closure/Summary: the worksheet will be the closure. The summary is that they now know how to multiply 2-digit numbers by 1-digit numbers and hopefully 3-digit by 1-digit.

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Assessment/Evaluation: The assessment/evaluation of this lesson is through the worksheet the children complete. Depending on how well they do, will determine how well they understood the material.

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Relevancy: If the children are not aware about how to multiply 2-digit numbers by 1-digit numbers, they cannot continue with math in the years following because it will be built on from that concept.

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Resource Files Included: <http://ritter.tea.state.tx.us/rules/tac/chapter11/ch11a.html>

<http://kkallasbctal.wikispaces.com>